



Studies in Literature and Language
Vol. 16, No. 1, 2018, pp. 37-40
DOI:10.3968/10178

ISSN 1923-1555[Print]
ISSN 1923-1563[Online]
www.cscanada.net
www.cscanada.org

A Study on the Evaluation System of High School Teachers Based on Students' Evaluation of Teaching

HAO Guoqiang^{[a],*}

^[a]Associate Professor, Foreign Languages Department, Binzhou University, Binzhou, China.

*Corresponding author.

Received 5 October 2017; accepted 8 January 2018
Published online 26 January 2018

Abstract

The evaluation of teaching by students is of great significance to improve the system of teacher evaluation and promote the development of teachers. The current evaluation system of high school teachers has some problems, such as utilitarian tendency, paying attention to test achievement, too quantitative, and single evaluation subject. A scientific high school teacher evaluation system is established by accurately positioning students' evaluation of teaching, making scientific evaluation indicators, strengthening qualitative assessment and multi-dimensionally integrating evaluation subjects.

Key words: Students' evaluation of teaching; High school teachers; Evaluation system

Hao, G. Q., & Liu, J. (2018). A Study on the Evaluation System of High School Teachers Based on Students' Evaluation of Teaching. *Studies in Literature and Language*, 16(1), 37-40. Available from: <http://www.cscanada.net/index.php/sll/article/view/10178>
DOI: <http://dx.doi.org/10.3968/10178>

INTRODUCTION

Since the implementation of Chinese new curriculum, many experimentation areas have achieved gratifying results in the evaluation of teachers, and gradually accepted the concept of developmental evaluation idea, and the function of teacher evaluation is more comprehensive. Many schools have changed the way they used to evaluate teachers by the school alone. They have begun to include students' evaluation of teaching, teachers' self-evaluation and parental evaluation. According to the

survey of twenty-five senior high schools in a city, 10% of the students participated in the teacher evaluation, 70% of teachers participated in peer evaluations, and 61% of the parents participated in the teacher evaluation. This multi-subject evaluation mode encourages parents and students' positivity to participate in school supervision, construction, improvement and development, provides more information for teachers' development, and helps teachers with a more comprehensive self-understanding, thus helping teachers to adjust their teaching behavior and improve the quality of teaching.

However, according to the investigation results, students' evaluation participation proportion is still very low, emphasizing result while neglecting the process, reward and punishment evaluation still dominant. In the survey, a questionnaire survey of senior high school teachers showed that 70% of the schools linked the results of teacher evaluation with professional titles and bonuses. The evaluation concept of school administrators still stays on the traditional rewards and punishment evaluation. Although teachers are dissatisfied with this top-down interest-driven reward and punishment evaluation mechanism, they can only be passively obedient. In addition, the development evaluation is not linked to the rewards and punishments, and it will not influence the fundamental interests of the teachers, so it is easy to cause the development evaluation to become formalistic.

1. THE NECESSITY OF STUDENTS' PARTICIPATION IN TEACHER EVALUATION

Modern education has become an important part of individual life process. Paying attention to life experience and improving quality of life is an important responsibility of school education. As the object of school service,

students have the right to evaluate educational services provided by schools. From the point of view of pedagogy, students are the object of education and the experiencer of teaching process. Educators need to listen to their voices, understand their ideas and implement targeted educational measures, so as to improve their educational effectiveness. From the perspective of teacher evaluation and management, a scientific and complete teacher evaluation should include students, so the students' evaluation of teachers fits the need of times and trend of education.

According to the research results of Cai and Lin (2005), in the four evaluation methods of teacher's, namely self-evaluation, student evaluation, colleague evaluation and leader evaluation, student evaluation has the highest validity. The correlation coefficient between student evaluation results and peer evaluation results is 0.84, and the correlation coefficient between student evaluation results and student achievement is 0.78. It can be seen that, as a direct basis for evaluating teachers, students' evaluation of teaching can enable school management to grasp real and comprehensive information, and to make a more reasonable and comprehensive assessment.

Student evaluation of teaching has been popular in the west for decades. Almost all universities in the west have established the student evaluation system. The mechanism of student evaluation is also widely established in primary and secondary schools, and the information of teaching evaluation has also been widely applied. Student evaluation in China has been valued by universities since the 1980s. It has been implemented in universities and many universities even set up special organizations to manage it, which has gradually developed and improved. However, in the high school stage, the student evaluation system is weak. On the theoretical level, the evaluation of high school teachers is an important part of the evaluation of basic education curriculum. As a special means of teacher evaluation, high school students' evaluation of teaching has been controversial all the time. What are the benefits and disadvantages of the students' evaluation of teaching? Should it be supported or opposed? For these problems, consensus has not been reached in theory and practice, and it needs to be studied and discussed in depth. On the practical level, the evaluation of high school teachers is an important part in the teaching management of high school, and it is also a difficult problem that perplex high school education management for a long time. Students' evaluation of teaching can make the school management administrators master the real and comprehensive information. As a direct basis for evaluating teachers and a major component of teacher evaluation, whether it is scientific or not is related to the growth of teachers, the development of schools, and the promotion of new curriculum reform. At present, there are few studies on the status of students' evaluation of teaching in high school, most of which are the study of College Students' evaluation of teaching. Therefore, it

is of great theoretical and practical significance to study and discuss the evaluation system of high school teachers from the perspective of students' evaluation of teaching.

2. THE EXISTING PROBLEMS IN THE EVALUATION OF HIGH SCHOOL TEACHERS

This study is based on the present status of high school teacher evaluation mechanism in a city of Shandong province of China. A questionnaire is designed from students' necessity of participating in the evaluation, the present level of implementation, the application of the evaluating results and the significance of evaluation teaching. And it is also based on the investigation of school administrators, teachers and students, and after attribution analysis, some effective strategies to improve the high school teachers' evaluation are finally proposed.

To summarize the results of the survey, there are the following problems in the evaluation of senior high school teachers.

2.1 Evaluation Goals Tend to Be Utilitarian

At present, the most popular teacher evaluation index system is mostly designed from the four aspects: morality, ability, diligence and achievement. It is a subjective and strong random evaluation. This kind of teacher evaluation system will lead to a model with the principal as the subject in the actual implementation. The evaluation target is more around the school administration content than the professional development of teachers, and it will cause teachers to be responsible for the superior instead of the development of students. In the survey, 43.4% of the respondents indicated that schools were less concerned about the development of teachers' profession. The goal of teacher evaluation was mostly the pursuit of teaching achievement and professional title. This indicates that the value orientation of utilitarianism and practicality still affects the evaluation of teachers. The value orientation of utilitarianism and practicality refers to the aim of evaluating for the title and prestige. In order to evaluate these utilitarian goals, whether it is a developmental evaluation or a reward and punishment evaluation, it no longer has evaluation significance.

2.2 Evaluation Indexes Focus on Achievement

Research shows that more than 70% of the respondents show the main current content of teacher evaluation focuses on the "performance". Many school use students achievement obtained in various tests in the objective evaluation system as the most direct indicators. The evaluation of teachers based on their achievements is highly one-sided. Students' performance is not necessarily related to teachers' quality, but closely related to their intelligence level, family environment and school teaching

quality. Such one-sided evaluation results in the one-sided development of teachers. Teachers are inevitably turned into examination machines. Their overall growth is suppressed, their survival value becomes instrumental and their subjective spirit is oppressed. In the process of teacher evaluation, there is a lack of humanistic care for teachers, and the focus on achievement is obvious. Comparing the teaching process with the teaching performance, the former is more difficult to evaluate than the latter.

2.3 Evaluation Method Emphasizes Quantification

The existing evaluation method of high school teachers is a single mechanical standard and a detailed quantitative evaluation method, which is bound to lead to the reward and punishment evaluation. In the process of evaluation, the method overemphasizes quantification and goes into the misunderstanding of seeking for science and accuracy. Unfortunately, the practice and exploration of quantitative management have become a hot spot, and even become the synonym of "scientific management". Although these quantitative data are acquired by evaluators using empirical science and quantitative methods, they are always close to those indicators that are easy to be quantified in design. Therefore, this method ignores the valuable information that is not easy to capture and inconvenient to quantify, such as teachers' feelings and attitudes, and this information has a greater impact on teachers' work.

2.4 The Subject of Evaluation Is Single

Teachers are the subject of teacher evaluation, and their subjective status has improved in practice recently, but it is still not enough. In the two surveys above, 50% of the surveyed teachers reflect their dissatisfaction with the evaluation process and express the desire for their own subjectivity. Although many schools have adopted the method of combining self evaluation with others evaluation, the concept of teachers acting as the subject of evaluation still has not been set up. Some administrators still think teachers should be evaluated by the implementors. Teachers may be able to self evaluate, but in the final form of evaluation results, this self-assessment often does not have any substantial impact. This approach undoubtedly frustrates the enthusiasm of teachers to participate in the evaluation.

3. SCIENTIFIC CONSTRUCTION OF HIGH SCHOOL TEACHER EVALUATION SYSTEM

In order to better play the role of teacher evaluation, promote the development of teachers with a reasonable evaluation system, the present evaluation system should be constantly improved according to the existing problems and shortcomings.

3.1 Accurately Positioning Students' Evaluation of Teaching

Students' evaluation of teaching is an effective means to assess the teaching of teachers in schools, and high school students are an indispensable part of the evaluation subject. The operation mode of high school students' evaluation of teaching should be reasonable, and the evaluation table should be scientific. It should be based on modern pedagogy and psychological theories and have better operability. It is necessary to instruct the students and improve their understanding of evaluation of teaching. It is also necessary to guide teachers to recognize its necessity from viewpoint of students' interest. Make sure the teacher realizes that students are the mirror of teachers, teachers should constantly improve themselves in the evaluation of students, and treat students' evaluation correctly, especially the questions raised by students. Students should be educated to evaluate teachers in a realistic way, understand teachers' labor and correctly treat teachers' criticisms, so that students who participate in teaching evaluation will have better judgement and fair quality. The results of student evaluation can not be used as the only basis for the assessment of teachers. To deal with the results of evaluation, we should give priority to encouragement, praise excellent teachers, criticize common problems, and do not hurt teachers' self-esteem. Inform the teachers of the results of teaching evaluation in time. Excellent teachers' good characteristics can be summed up and spread. Generally speaking, teachers who are poorly evaluated by students are usually informed of their shortcomings and given suggestions for improvement through individual conversations. We should focus on the analysis of common problems and seek out solutions.

3.2 Scientifically Making Evaluation Indexes

Students are directly related to the teaching of teachers, so the evaluation of students can reflect the teaching practice of in an all-round way. Therefore, in the teacher evaluation system, we should pay more attention to the proportion of the student evaluation. Using test results as the main indicator of teachers' evaluation is very unfavorable to the professional development of teachers. Teachers' education work is complex and multifaceted, which inevitably requires us to evaluate teachers from different angles and in all directions. The most important evaluation index should be good quality of teachers, including the humanistic spirit, professional quality, scientific literacy and practical quality. We should also pay special attention to the evaluation of teachers' moral character.

The evaluation should also be linked to the development level of the students, and the promotion of the students' development will be the basis for the performance evaluation. Therefore, the design of evaluation index is based on whether the progress of the students is promoted, and whether the overall development of the students is promoted. In terms of evaluation

content and indicators, we must present a comprehensive and multiple-angle system based on the teacher's moral character, subject accomplishment, teaching quality and teaching performance (He, Tian, & Li, 2017).

3.3 Moderately Enhancing Qualitative Evaluation

The quantitative evaluation method based on students' test scores and teachers' scientific research scores can not reflect the real life and work situation of the teachers. Qualitative and quantitative methods must be integrated with the teacher's development as the purpose. Only in this way can we objectively and truthfully reveal the state of teachers' work and life from the perspective of teacher's existence, and present a vivid and lively teacher in a completely way. Teachers should be evaluated with care and warmth.

Overcome the one-sided content of the evaluation and reduce the quantity content. The high rate and pass rate are only one of the contents of teacher evaluation system. Some index like students' moral quality, class study atmosphere should also be included in evaluation system.

In the evaluation, we should pay attention to the difference, since there are different standards and requirements for different types of posts and titles. Different methods of evaluation are used for teachers at different levels, such as young teachers, backbone teachers, famous teachers and so on. On the premise of recognizing that teachers are different, we analyze specific indicators according to specific problems, establish different evaluation system, and try to unify content evaluation for the same category.

3.4 Multi-Dimensionally Integrating Evaluation Subjects

Students' evaluation plays an important role in the teacher evaluation system, but it can not completely replace the role of self evaluation. Only those who are able to make a correct judgment and analysis of their own activities can be regarded as independent. Through self assessment, teachers can find the gap between themselves and the evaluation standard, which can stimulate their vitality and let them feel their existence value through self development (Guo, 2017). The status and advantages of self evaluation should be improved in teaching evaluation system. Respect teachers and motivate teachers. Improve their own quality through continuous self evaluation and improvement of themselves. Reduce the gap between the status of evaluators and those being evaluated, and promote the effective communication between the two parties. Restrain the rights of evaluators by the corresponding system, and expand the rights of teachers. Before and after evaluation, effective communication between the two sides is given, giving opportunities and channels for illustration and refutation, making the content open and fair, allowing teachers to participate in the evaluation to achieve the purpose of teachers' self-development.

One of the goals of teachers is to promote their own professional development, and the goal of the school is to improve the quality of teaching, which is not contradictory. Scientific teacher evaluation can be an important means to promote the integration of teachers' development needs and school teaching goals. So in the process of implementing teacher evaluation, we should give full consideration to the combination of teachers' individual needs and school teaching objectives. Therefore, we need to integrate teachers' internal needs and external rewards and punishments to achieve the coordinated development of teachers and school.

CONCLUSION

The assessment of teachers can include three aspects: teaching achievement, democratic evaluation and teaching activities. Among them, the democratic evaluation includes students' evaluation, self-evaluation and peer evaluation, and the weights can be determined according to the characteristics of the school and the situation in different stages. The students' evaluation of teaching is simple, accurate and objective. Students get along with teachers for a long time, so they can reflect teachers' performance in terms of subjective accomplishment, personality accomplishment, teaching attitude, class management, teacher-student relationship and so on. It will definitely become one of the key subjects in teacher evaluation. Although students' evaluation of teaching has good objectivity, but in the assessment of teachers it mustn't be the only basis for the evaluation of teachers. Otherwise you will go to the other extreme, destroy the balance between cognition and emotion in the process of teaching activities, leading to the teaching process out of control. Students tend to do anything they like and other issues. In addition, any assessment has error, and the whole student evaluation is no exception. It should complement each other with teaching achievement, teacher self-evaluation, peer evaluation and assessment of specific teaching activities, so that teachers' evaluation can be improved.

REFERENCES

- Cai, Y. H., & Lin, C. D. (2005). Theory and practice of teachers' performance evaluation. *Teacher Education Research*, (01), 36-41.
- He, S. C., Tian, L., & Li, X. H. (2017). Teachers "evaluation identification": Evaluation of the promotion of the promotion of teachers. *Shanghai Education Assessment Study*, (02), 31-35.
- Guo, Z. Q. (2017). The problems and countermeasures of teachers evaluation—based on the perspective of existence philosophy reflection. *Teachers Training in Primary and Secondary Schools*, (04), 40-44.